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ABSTRACT

This document is an overview of the results of the statewide Partnership for Excellence (PFE) program at Cuesta College (California). The PFE program is designed to improve the performance and services of the 108 California community colleges. The PFE program emphasizes five main goals for Cuesta: (1) an increase from 55,149 in 1998-99 to 78,582 by 2005-06 in the number of students who transferred from community colleges to baccalaureate institutions; (2) an increase from 84,179 in 1995-96 to 116,054 in 2005-06 in the number of degrees and certificates awarded; (3) an increase in the rate of successful course completions from 68.33% in 1995-96 to 70.8% in 2005-06 for transferable courses; (4) an increase from 16,810 in 1995-96 to 24,599 in 2005-06 in the number of successfully completed apprenticeship courses; and (5) an increase from 108,566 for the 1995-98 cohort to 150,754 by 2005-06 in the number of students completing coursework at least one level above their prior basic skills enrollment. Cuesta has already exceeded its goal of 820 Associate of Arts and/or Associate of Science degrees awarded, but the number of certificates awarded suffered a sharp decrease (from 448 to 127). This is most likely due to a format change in the way the California Community Colleges Chancellor's Office categorizes the number of certificates awarded. (Contains 42 tables.) (MKF)

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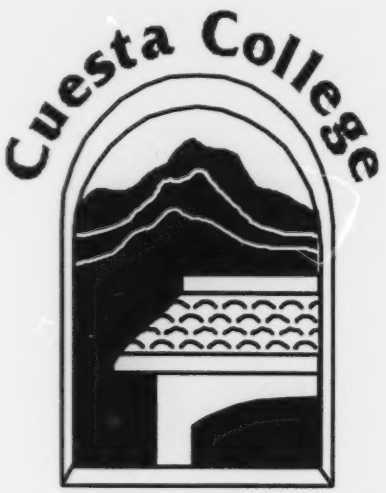
# A Brief Synopsis of the Salient Findings in the Latest "System Performance on Partnership for Excellence Goals" Report (April 2001)

(Published by the Community College Chancellor's Office)

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Research Report No. 00/01-08
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Matriculation & Research Services



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## BACKGROUND

In April 2001 the Research and Planning unit of the Chancellor's office of the California Community Colleges released the latest in a series of reports on the results for the statewide Partnership for Excellence (PFE) program. Associated with the statewide figures for the five main PFE goals are individual figures for each of the 108 California Community Colleges. The report is 72 pages long with four additional appendices—making it well over 82 pages long.

Accordingly, this report attempts to isolate and highlight the key findings of the Chancellor's report. As such, it does not attempt to speak to the "cause" of some statistical figures that may be a reason for concern at this college. This report will highlight the figures of concern but no attempt will be made to explain the cause or the effect of such figures. In other words, this report is aimed at brevity and clarity of results, not in-depth understanding.

## STATEWIDE PROGRESS

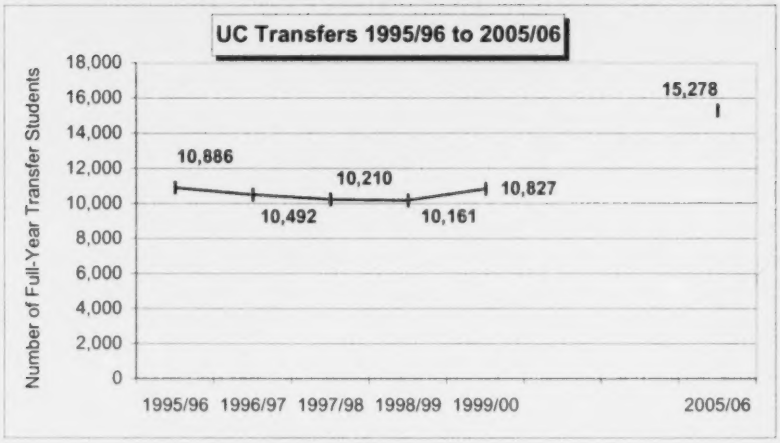
Figure 1 contains three charts associated with Partnership for Excellence, Goal #1: Student Transfer. Goal #1 speaks to a statewide compilation of the number of students who transferred to publicly funded California post-secondary, four-year institutions. The first chart in Figure 1 shows the number of actual student transfers to the 10 campuses of the University of California. Note that five years of data are shown—from 1995/1996 through 1999/2000. These figures average about 10,500 students per year. The goal (as shown on the right-hand side of the chart) is 15,278 student transfers during the 2005/2006 school year. Unless there are major improvements in the number of transfers in the coming two years, it appears doubtful that this goal will be met by the state.

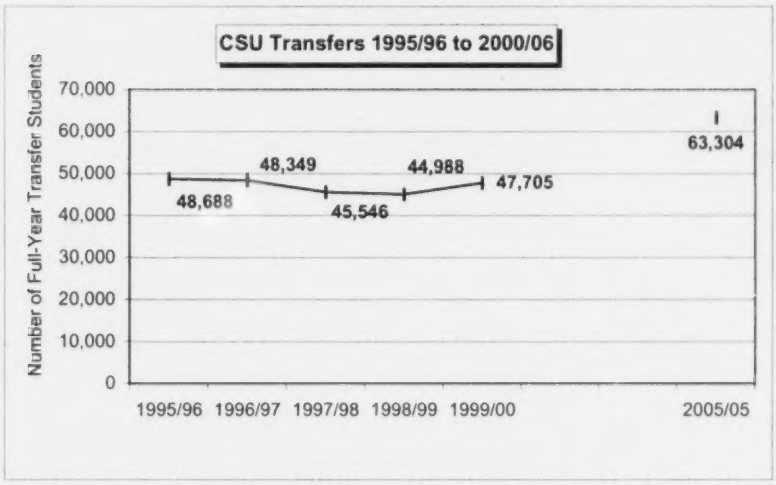
The center chart of Figure 1 shows the same information for the 23 California State University campuses. The average amount of transfers per year has been about 47,000 students. The goal for 2005/2006 is 63,304 student transfers. Again, unless major changes occur in the next couple years, it is doubtful that this goal will be achieved judging by the rate of prior progress.

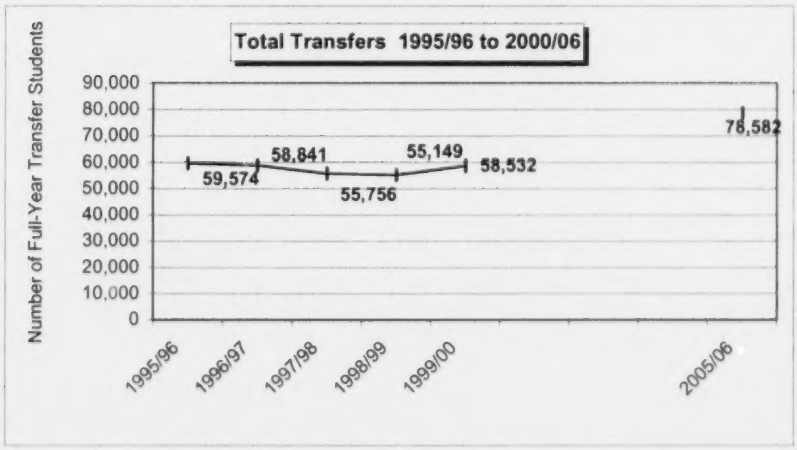
The bottom chart simply shows the sum total of the figures in the two previously mentioned charts.

One of the problems with the figures in Figure 1 is that they somewhat depend on the receiving college (either UC or CSU) accepting a qualified student for transfer. Thus, to some extent, the achievement of

# FIGURE 1 GOAL #1: TRANSFER




**Transfer Goal Statement**
An increase from 55,149 in 1998-99 to 78,582 by 2005-06 in the number of students who transfer from community colleges to baccalaureate institutions.

Achievement of these goals is dependent on the extent to which the baccalaureate institutions are able to accommodate students who are prepared to transfer, and the system will assess progress toward these goals in the context of the change in the number of students who become eligible for transfer.

This performance goal may also be expressed in the form of transfer-prepared subgoals. See **Sub-goal #1** of this report on page 4.



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the goal is partially out of the hands of those who are being held accountable for its completion. To deal with this issue—lack of control over goal achievement—a sub-goal for Goal #1 was developed by the Chancellor's office. It is known as Sub-Goal #1: Transfer-Prepared Students.

As the note beside the chart in Figure 2 states, a transfer-prepared student is one who earned at least 56 transferable units and maintained at least a 2.0 grade point average (GPA). (For this Chancellor's office report that GPA had to have been maintained by spring 1998 or 1999 and/or 2000.)

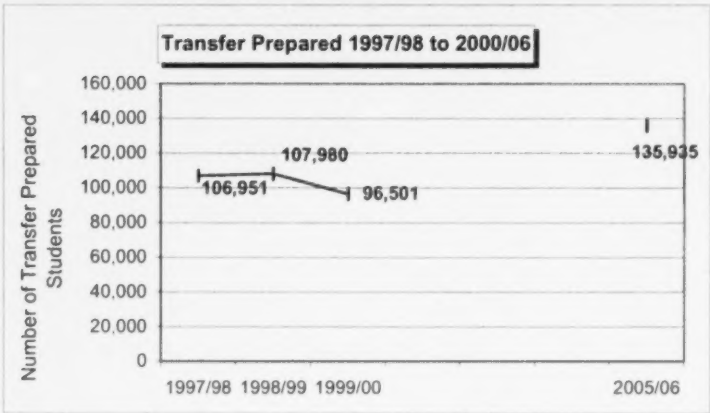
Note that here again while the average number of transfer-prepared students approximated 100,000 per year, the 2005/2006 goal is nearly 136,000. Unless there is a radical increase soon, this state goal will also not be met.

Figure 3 presents the information for Goal 2: Number of Degrees and Certificates Awarded. The information shown is for 1995/1996 through 1999/2000. The reader will note a slow steady upward progression in Chart 1 (top of page)—Number of Associate of Art/Science Degrees Awarded. However, the latest figure (1999/2000) is nearly 65,000 while the 2005/2006 goal is just over 83,000. To reach this statewide goal will require a major increase in the next year or so.

Chart 2 (center chart of Figure 3) shows the number of certificates awarded. Since the target for 2005/2006 is nearly 33,000 and the latest data is nearly 25,000, unless things change dramatically soon, the goal of the state will not be achieved either. This can be really seen in Chart 3 which simply sums the information in Charts 1 and 2.

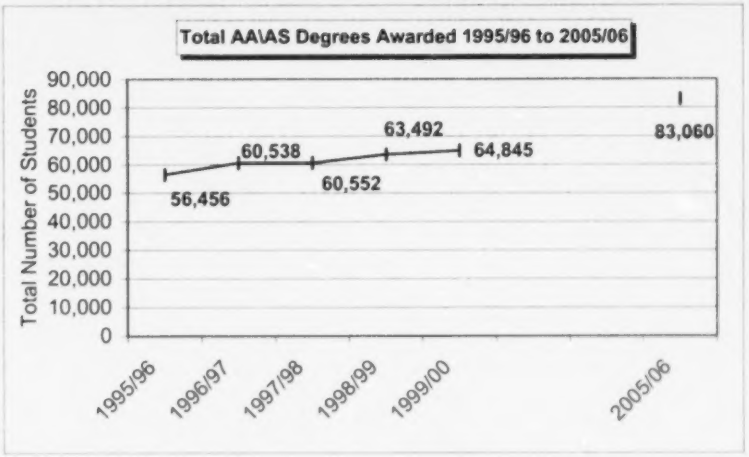
Figure 4 depicts the status of Goal #3: Successful Course Completion. The figure shows four charts—the Percentage of Successful Course Completion for Transferable Courses, the Percentage of Successful Course Completion for Basic Skills Courses, the Percentage of Successful Course Completion for Vocational Skills Courses and a composite of the preceding three course groupings. Note that in Chart 1 (transfer courses), the target (70.8%) for 2005/2006 appears to be obtainable. In Chart 2 (basic skill course success) the performance appears to be slowly deteriorating—dropping from 60.28% (in 1995/1996) to 58.2% (in 1999/2000). To achieve the 62.5% course passage rate targeted for 2005/2006 a major reversal in trend must occur—soon. Chart 3 (vocational courses) may achieve its 80% successful course completion rate target for 2005/2006.

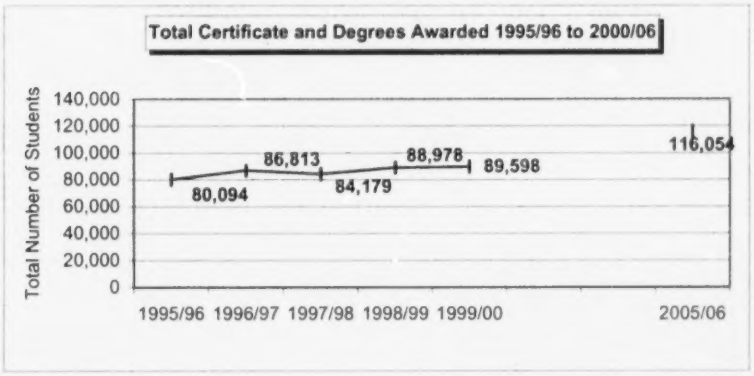
# *FIGURE 2 SUB-GOAL #1: Transfer Prepared*




***Total Transfer Prepared:***
All students who had earned 56+ transferable units with a minimum G.P.A. of 2.00 as of the spring, 1998, 1999 and/or 2000.

# *FIGURE 3 GOAL #2: DEGREES and CERTIFICATES*



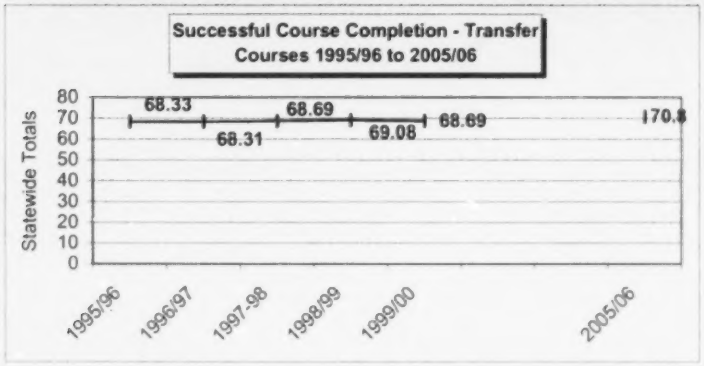


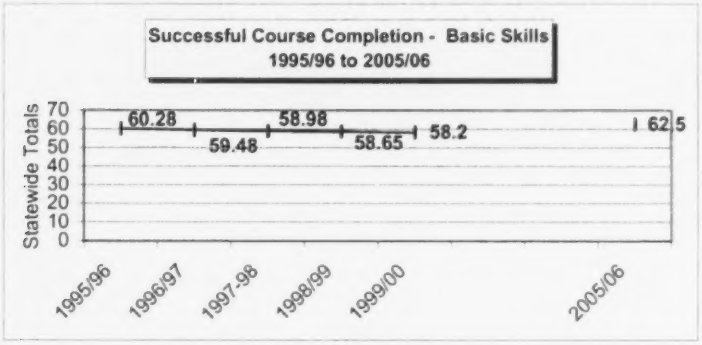

**Degrees and Certificates Goal Statement**

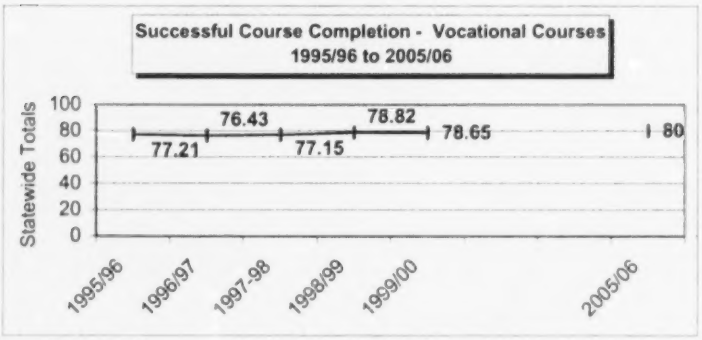
(Base Year 1995-96 to 2005-06) An increase form 84,179 to 116,054* in the number of degrees and certificates awarded. This perfomance goal may also be expressed as sub-goals to achieve an increase from 60,552 to 83,060* in the number of associate degrees awaded and an increase from 23,627 to 32,994* in the number of certificates awarded.

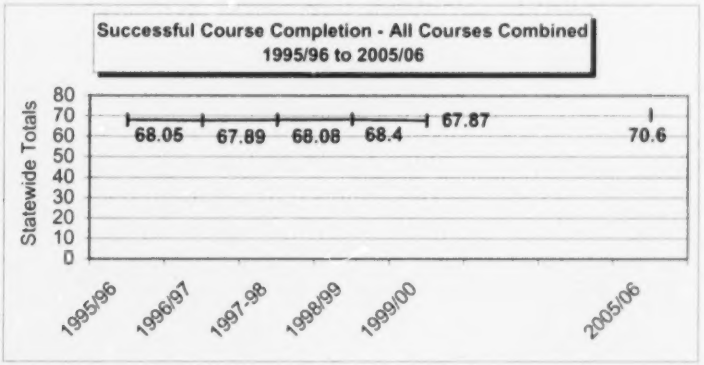
*Levels differ from those published after the July 2000 Board of Governor's meeting due to District resubmission of base-year data.

# FIGURE 4 GOAL #3: SUCCESSFUL COURSE COMPLETION




**Successful Course Completion Goal Statement**
(Base Year 1995-96 to 2005-06)
An increase in the rate of successful course completions from 68.33% to 70.8% for transferable courses.
An increase from 60.28% to 62.5% for basic skills courses.
An increase from 77.2% to 80.0% for vocational courses. An increase from 68.05% to 70.6% in the overall rate of successful course completions, all courses combined.



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Chart 4 (combined successful course completions) is theoretically capable of achieving the goal (70.6%) for 2005/2006 but it's "iffy" at this point.

Figure 5 depicts the state's performance in the "workforce development" area. This area is divided into three sub-areas. The first—called S.A.M. Code A—is really "apprenticeship" courses. The data for it is shown in Chart 1. The second area—called S.A.M. Code B—is really "advanced occupational" courses. These data are shown in Chart 2 of Figure 5. The third and final area—called S.A.M. Code C—is really about courses that have been categorized as "clearly occupational." These data are shown in Chart 3 near the bottom of Figure 5. The last chart (4) at the bottom of Figure 5 merely summarizes each of the preceding three charts.

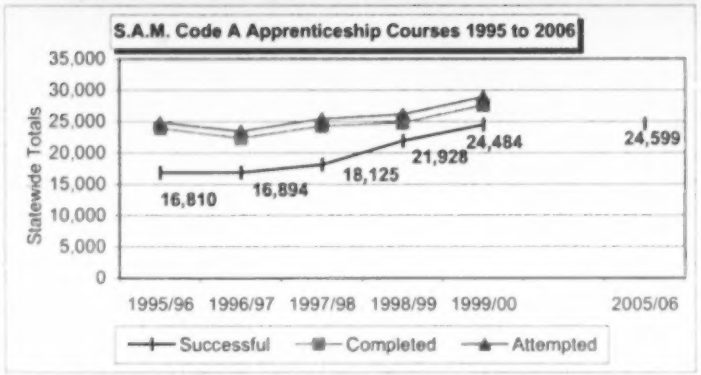
What does Figure 5 tell us? First, that the state should easily reach its goal on apprenticeship courses (Chart 1). Second, that it probably won't achieve its goal in advanced occupational courses (Chart 2). Third, it is "iffy" if it can achieve its goal in the "clearly occupational" course sub-area (Chart 3). The net result is that the state probably cannot achieve its overall goal for Goal #4 (Chart 4 of Figure 5) by 2005/2006.

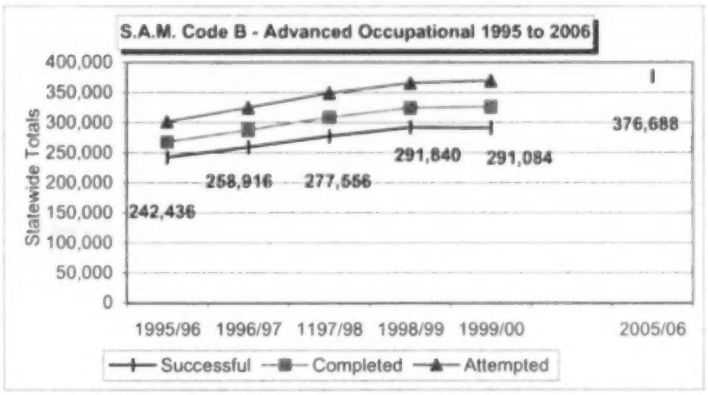
Figure 6 shows the number (and then percent) of students who complete coursework at least one level above their initial basic skills course enrollment. (It should be noted that some/many students may have no desire to take more advanced coursework beyond that in which they initially enrolled. There is really no objective way to ascertain who or how many of these students there are.) Further, the fact that the numbers increased between the two time periods shown is relatively meaningless because overall student enrollment in California Community Colleges also increased during this time period—thus negating the significance of the number increases.

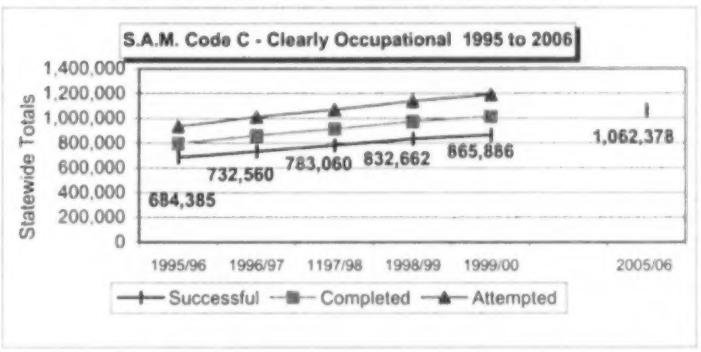
That said, the data shown in Figure 6 for Goal 5: Basic Skills Improvement is displayed in four charts. Charts 1 (and 2) show the number (and percent) of student in both basic skills English and math in two time sequences (known in research terms as "cohorts" of students). Chart 1 shows the number of basic skills students who successfully completed the next higher course in English (top line) and mathematics (bottom line). The next chart (not provided by the state) shows the percentage of basic skills students who also successfully complete the next higher level course. We (Cuesta) developed this information to compensate for the underlying enrollment increases during the period of examination.

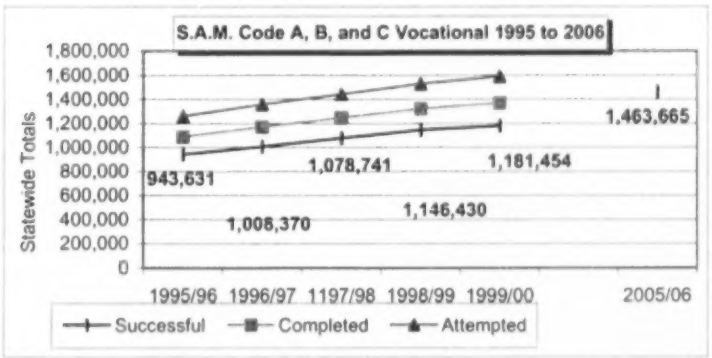
Chart 3 merely adds English and math data together while Chart 4 shows appropriate composite percentages.

# FIGURE 5 GOAL #4 WORKFORCE DEVELOPMENT




**Workforce Development Goal Statement**

(Base Year 1995-96, 1996-97, 1997-98,1998-99 and 1999-00)

An increase from 16,810 to 24,599 in the number of successfully completed apprenticeship courses; from 242,436 to 376,688 in the number of successfully completed advanced-level vocational course enrollments; and from 684,385 to 1,062,378 in the number of successfully completed introductory vocational courses.



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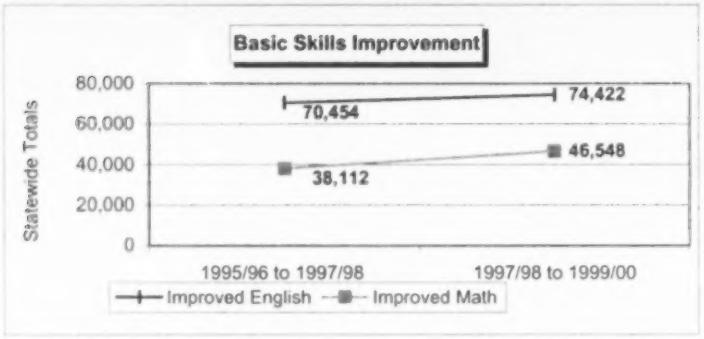
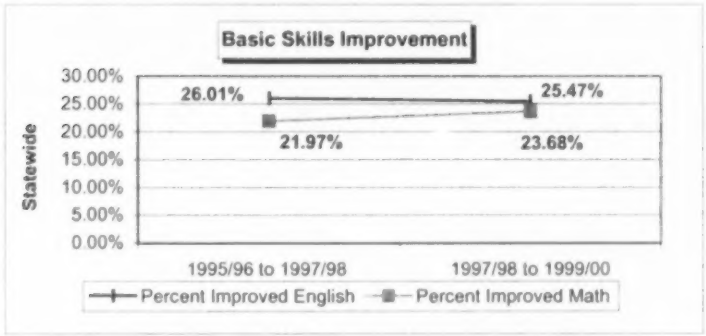
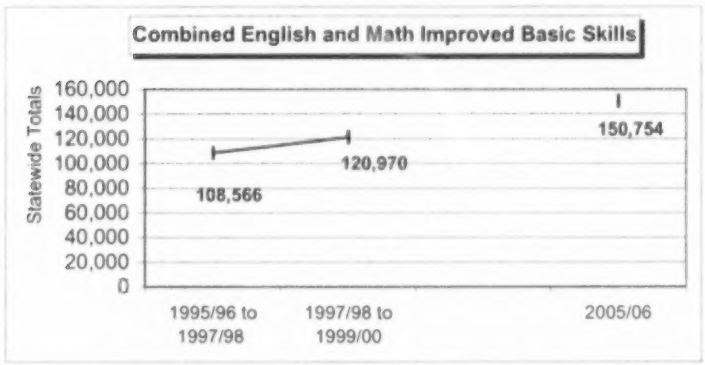
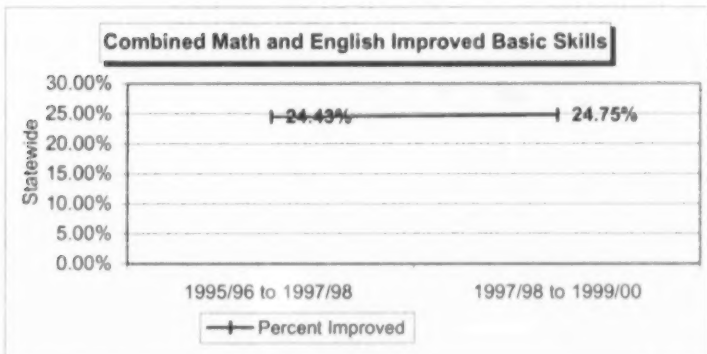
# *FIGURE 6 GOAL #5: BASIC SKILLS IMPROVEMENT*




**Basic Skills Improvement Goal Statement**

An increase from 108,566 (19995 through 1998 cohort) to 150,754 by 2005/06 in the number of students completing coursework at least one level above their prior basic skills enrollment.

**Note:** To be counted as "improved" a student must have enrolled in a basic skills course. Then in a subsequent term, they must enroll in a course with a program code in the same group but which is at a higher level. The higher course must have been completed with a grade of "C" or better. A student may be counted twice, once in mathematics and once in English if he/she improves in both.

## CUESTA COLLEGE PROGRESS

Figures 7 through 12 show the performance of Cuesta students on Partnership for Excellence Goals #1 through #5.

As can be seen in Figure 7 (upper left-hand corner) the number of student transfers to the California State University (CSU) system continue to increase (from 742 in 98/99 to 808 in 99/00) as Cuesta closes in on its 2005/06 goal of 975 CSU student transfers. The chart in the upper right-hand corner shows that the number of University of California (UC) transfers for 1999/00 is 64 students—already equaling the 2005/06 goal of 64 student transfers. The lower chart of Figure 7 shows the composite total of both CSU and UC transfers (808 + 64 = 872). Needless to say, the transfer performance depicted in Figure 7 is gratifying.

Figure 8 shows Cuesta's results on Goal #1a: The number of students who are "Transfer Prepared." [1] Transfer Prepared is generally considered a truer representation of a college's ability to educate students who desire to transfer than just the number of students who actually transferred. As noted earlier, this is because the transfer figures of the college-preparing students for transfer do not depend on acceptance of another institution before they are counted.

Unfortunately, the latest figures show only 918 students (out of 13,472 total credit students) being designated as "transfer prepared" compared to 1,062 (out of 12,553) during the previous year (1998/99). The explanation for this decrease—in the face of increasing enrollment (see table at top of Figure 8) is unclear at this time. Figure 8 also shows that the 2005/2006-target number of transfer-prepared students is 1,201 students. On the surface, it would seem that this issue should receive increased scrutiny by the college administration.

Figure 9 shows the results of Cuesta students on Goal #2: Number of Degrees and Certificates Awarded. The chart in the upper left-hand corner shows the number of Associate of Arts (A.A.) and/or Associate of Science (A.S.) degrees awarded at Cuesta. For 1999/2000 that number was 860. The 2005/2006-target number is only 820. Accordingly, since we have already exceeded the goal, it should not be a concern to us in the future.

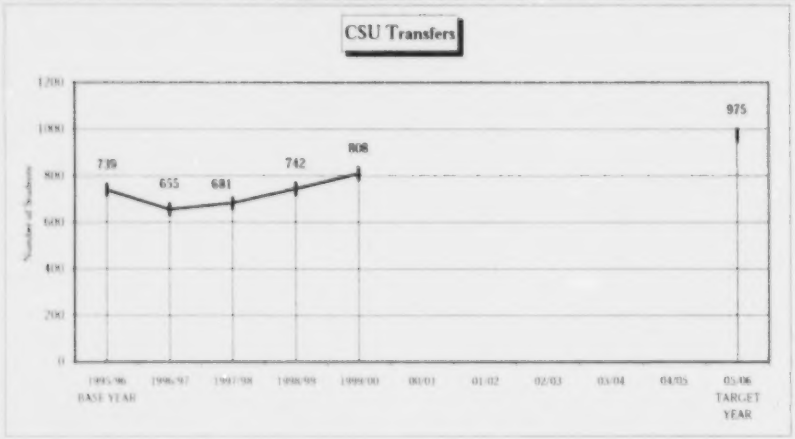


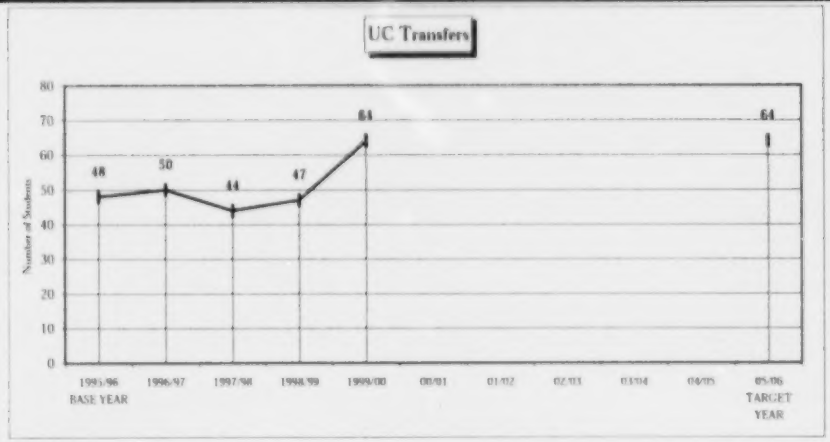
[1] The interested reader will note that the definition of a "Transfer-Prepared" student is one with 56 or more transferable units who maintains a 2.0 GPA (as of spring 1998—for this report).

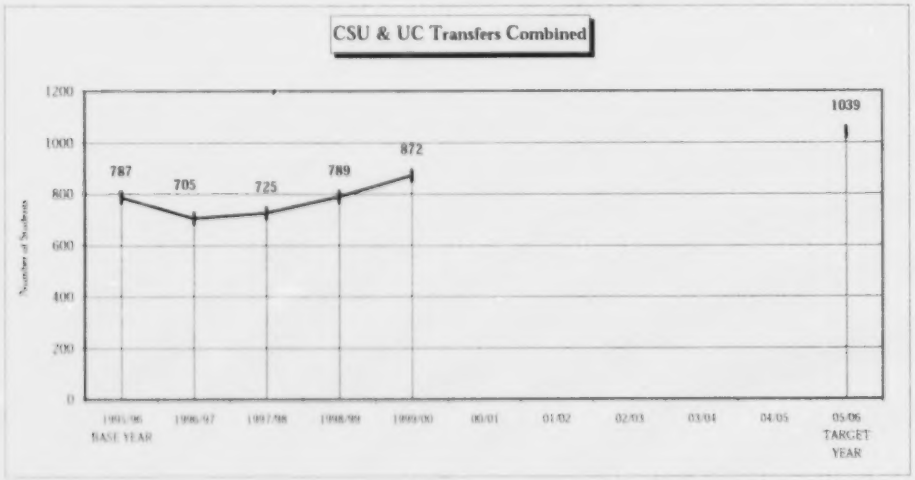
# PARTNERSHIP FOR EXCELLENCE

## FIGURE 7 GOAL #1: TRANSFER

| TRANSFER | 1995/96 Base Year | | 1996/97 | | 1997/98 | | 1998/99 | | 1999/00 | | 00/01 | | 01/02 | | 02/03 | | 03/04 | | 04/05 | | 05/06 Target Year | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | Goal | % Change | Goal | % Change |
| CSU Transfers | 739 | | 655 | -11.4% | 681 | 4.0% | 742 | 9.0% | 808 | 8.9% | | | | | | | | | | | | |
| UC Transfers | 48 | | 50 | 4.2% | 44 | -12.0% | 47 | 6.8% | 64 | 36.2% | | | | | | | | | | | | |
| Total | 787 | | 705 | -10.4% | 725 | 2.8% | 789 | 8.8% | 872 | 10.5% | | | | | | | | | | | | |
| Cuesta's Actual Enrollment | 7880 | -1.0% | 8126 | 3.1% | 8656 | 6.5% | 9156 | 5.8% | 9229 | 0.8% | | | | | | | | | | | | |
| CCCCO Enrollment Assumptions | 7880 | 3.5% | 8156 | 3.5% | 8441 | 3.5% | 8737 | 3.5% | 9042 | 3.5% | 9359 | 3.5% | 9687 | 3.5% | 10026 | 3.5% | 10376 | 3.5% | 10740 | 3.5% | 11116 | 3.5% |



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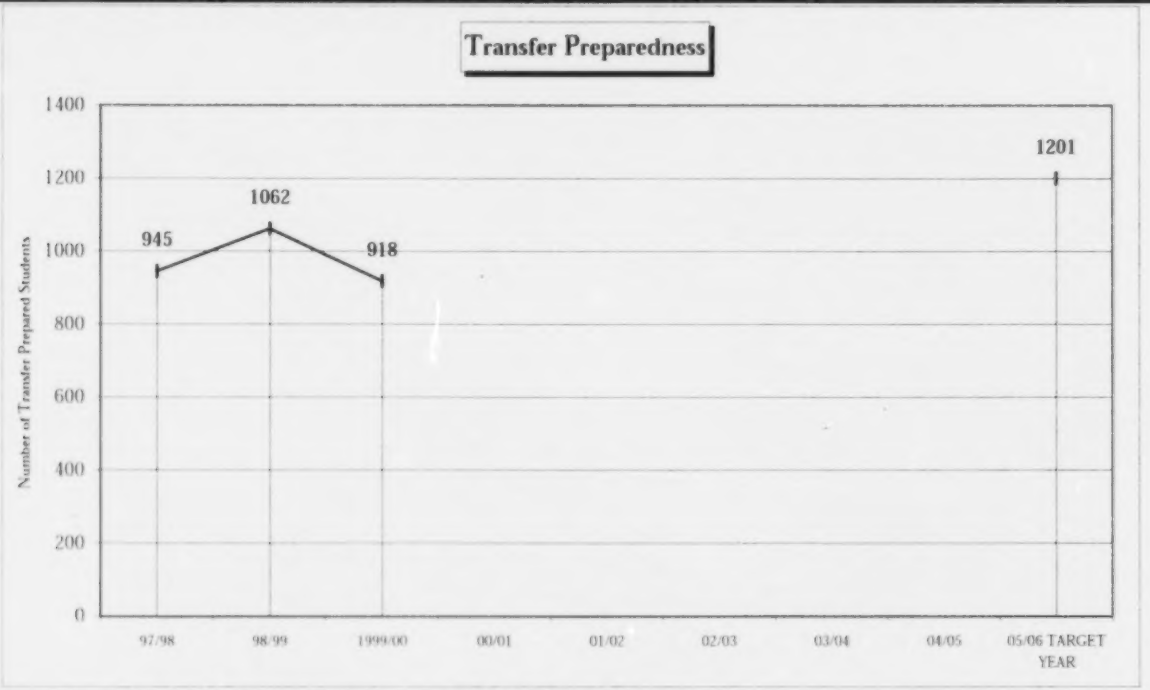
## *FIGURE 8* GOAL #1a: TRANSFER PREPARED

| TRANSFER PREPARED | 1997/98 | | | | 1998/99 | | | | 1999/00 | | | | 2000/01 | | | | 2001/02 | | | | 2002/03 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Credit Students | Total Transfer Directed | Directed Rate | Total Transfer Prepared | Total Credit Students | Total Transfer Directed | Directed Rate | Total Transfer Prepared | Total Credit Students | Total Transfer Directed | Directed Rate | Total Transfer Prepared | Total Credit Students | Total Transfer Directed | Directed Rate | Total Transfer Prepared | Total Credit Students | Total Transfer Directed | Directed Rate | Total Transfer Prepared | Total Credit Students | Total Transfer Directed | Directed Rate | Total Transfer Prepared |
| Cuesta College | 11574 | 1015 | 8.8% | 945 | 12553 | 1180 | 9.4% | 1062 | 13472 | 996 | 7.4% | 918 | | | | | | | | | | | | |




Definition for 1997/98 cohort year -substitute subsequent cohort years for future definitions

**Total Credit Students:** Count of all the students who had a Headcount Status (STD7) of A,B,C,D or E at sometime during the 1997-98 academic year.

**Total Transfer Directed:** Students who enrolled in and earned a grade of "A","B","C" or "CR" in a transferable Mathematics course and a transferable English course sometime between the Summer term of 1992 and the Spring term of 1998.

**Directed Rate:** Total Transfer Directed/Total Credit Students.

**Model Transfer Ready:** Students who were Transfer Directed and had earned 56+ transferable units with a minimum 2.00 G.P.A. as of the Spring term, 1998.

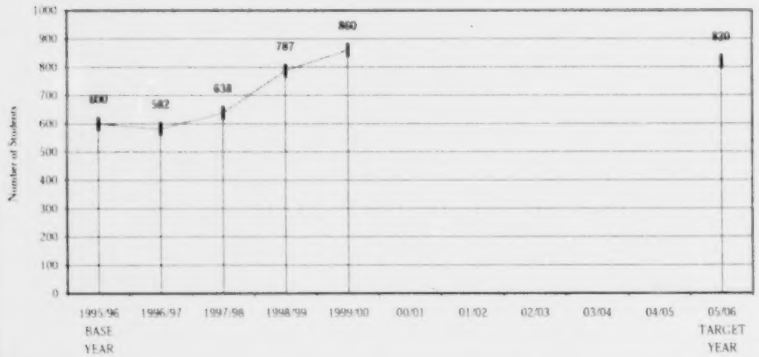
**Model Ready Rate:** Model Transfer Ready/Total Transfer Directed.

**Total Transfer Prepared:** All students who had earned 56+ transferable units with a minimum G.P.A of 2.00 as of the Spring term, 1998.

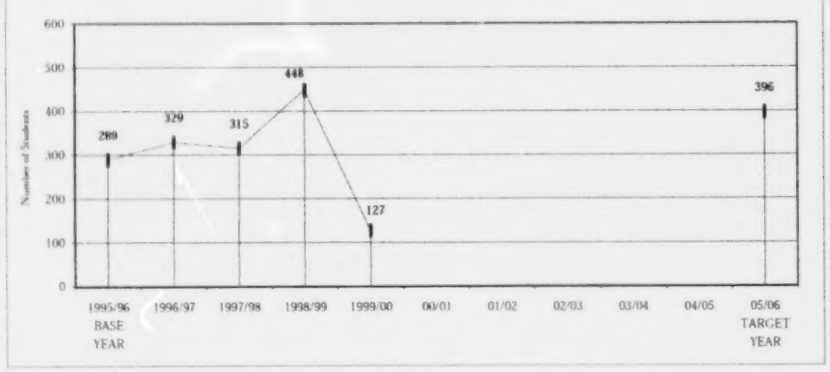
*FIGURE 9* GOAL #2: DEGREES & CERTIFICATES

| DEGREES AND CERTIFICATES | 1995/96 Base Year | | 1996/97 | | 1997/98 | | 1998/99 | | 1999/00 | | 00/01 | | 01/02 | | 02/03 | | 03/04 | | 04/05 | | 05/06 Target Year | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | Goal | % Change | Goal | % Change |
| AA/AS Degrees | 600 | | 582 | -3.0% | 638 | 9.6% | 787 | 23.4% | 860 | 9.3% | | | | | | | | | | | | |
| Certificates | 289 | | 329 | 13.8% | 315 | -4.3% | 448 | 42.2% | 127 | -71.7% | | | | | | | | | | | | |
| Total | 889 | | 911 | 2.5% | 953 | 4.6% | 1235 | 29.6% | 987 | -20.1% | | | | | | | | | | | | |
| Cuesta's Actual Enrollment | 7880 | -1.0% | 8126 | 3.1% | 8656 | 6.5% | 9156 | 5.8% | 9229 | 0.8% | | | | | | | | | | | | |
| CCCCO Enrollment Assumptions | 7880 | 3.5% | 8156 | 3.5% | 8441 | 3.5% | 8737 | 3.5% | 9042 | 3.5% | 9359 | 3.5% | 9687 | 3.5% | 10026 | 3.5% | 10376 | 3.5% | 10740 | 3.5% | 11116 | 3.5% |

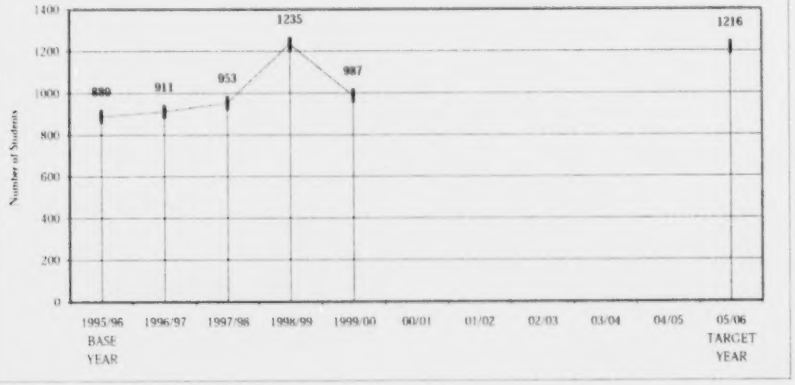
AA/AS DEGREES




CERTIFICATES




DEGREES AND CERTIFICATES COMBINED



What appears to be of concern however, is the number of certificates awarded—see chart in upper right-hand corner of Figure 9. What appears to be a major decrease in the number awarded (from 448 down to 127) is probably the result of a format change in the way the Chancellor's office categorizes the number of certificates awarded. Prior to this year it appears that all certificates were lumped into one category—regardless of the number of units required to obtain any given certificate. This year's report (for 1999/2000) separates the certificates into five different "units-required" categories. The data shown is for the number of certificates awarded requiring 18 or more units, hence the apparent reduction from 448 (in 1998/1999) to 127 (in 1999/2000).

It *may* be possible to resubmit the 1995/1996 through 1998/1999 information in the correct format, if that information is still available.

The lower chart of Figure 9 merely shows the composite number of A.A./A.S. degrees, plus certificates.

Figure 10 shows Cuesta performance on Goal #3: Percentage of Courses Successfully Completed by Students. However, the Chancellor's office also breaks this percentage into three useful sub-percentages: transferable courses, vocational courses and basic skills courses.

The chart in the upper left-hand corner of Figure 10 shows that the success rate for all transferable courses is 70.3 percent in 1999/2000. Again, the reader will see that this has been a very stable figure over time. However, achievement of the 73.1% Cuesta goal by 2005/2006 appears debatable at this point in time.

The upper right-hand chart (of Figure 10) shows percentage of successful course completions for vocational courses. The percentage is 80.4 for 1999/2000 - - already exceeding the 76.6% target for 2005/06.

The third chart (lower left) of Figure 10 shows a 58.5 percent success rate for basic skills courses—down from 60.7 percent one year prior.[2] The 60.2% success rate target is definitely obtainable by 2005/2006.

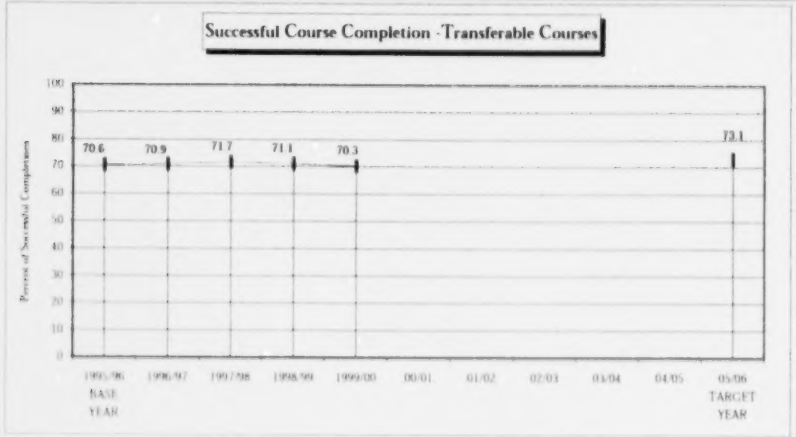
The chart in the lower right-hand corner of Figure 10 shows a 68.7 percent successful course completion rate for all courses taught at Cuesta in 1999/2000. As can be seen, this figure has been rather stable since 1995/1996.

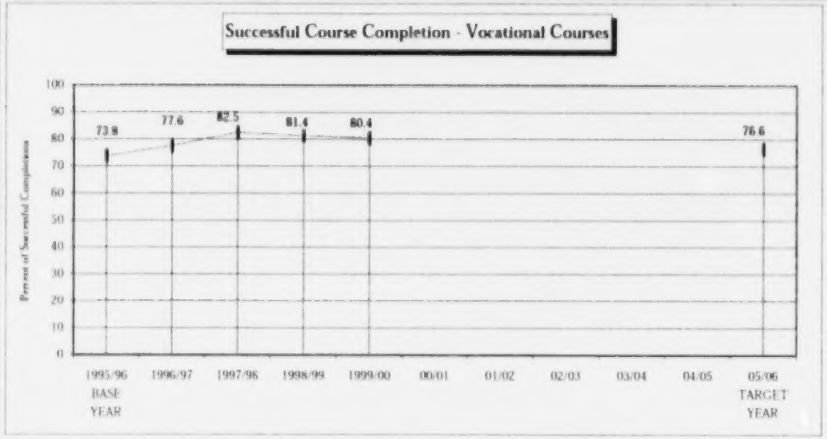


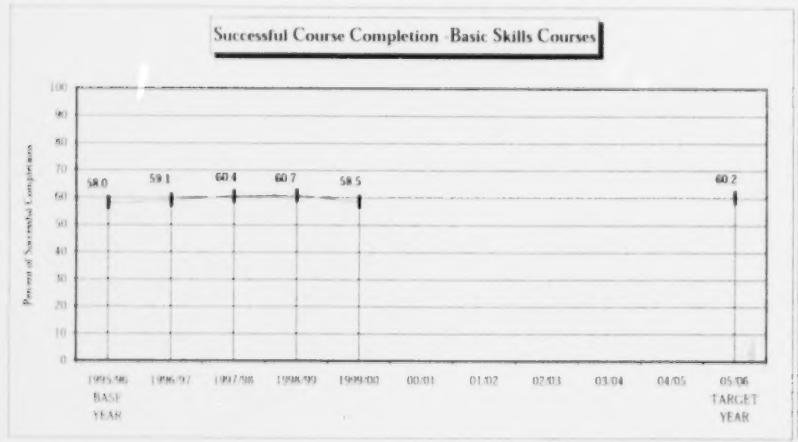
[2] Basic skills courses are those courses taught at a level below those that can be used to obtain an A.A. or A.S. degree in California Community Colleges.

## *FIGURE 10* GOAL #3: SUCCESSFUL COURSE COMPLETION

| SUCCESSFUL COURSE COMPLETION | 1995/96 Base Year | | 1996/97 | | 1997/98 | | 1998/99 | | 1999/00 | | 00/01 | | 01/02 | | 02/03 | | 03/04 | | 04/05 | | 05/06 Target Year | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % Success | % Change | % Success | % Change | % Success | % Change | % Success | % Change | % Success | % Change | % Success | % Change | % Success | % Change | % Success | % Change | % Success | % Change | Goal | % Change | Goal | % Change |
| Success in Transferable Courses | 70.6 | | 70.9 | 0.5% | 71.7 | 1.0% | 71.1 | -0.8% | 70.3 | -1.1% | | | | | | | | | | | | |
| Success in Vocational Courses* | 73.8 | | 77.6 | 5.2% | 82.5 | 6.2% | 81.4 | -1.4% | 80.4 | -1.2% | | | | | | | | | | | | |
| Success in Basic Skills Courses* | 58.0 | | 59.1 | 1.8% | 60.4 | 2.2% | 60.7 | 0.5% | 58.5 | -3.6% | | | | | | | | | | | | |
| Overall Success Rate | 69.1 | | 69.5 | 0.7% | 70.6 | 1.6% | 69.9 | -1.0% | 68.7 | -1.7% | | | | | | | | | | | | |
| Cuesta's Actual Enrollment | 7880 | -1.0% | 8126 | 3.1% | 8656 | 6.5% | 9156 | 5.8% | 9229 | 0.8% | | | | | | | | | | | | |
| CCCCO Enrollment Assumptions | 7880 | 3.5% | 8156 | 3.5% | 8441 | 3.5% | 8737 | 3.5% | 9042 | 3.5% | 9359 | 3.5% | 9687 | 3.5% | 10026 | 3.5% | 10376 | 3.5% | 10740 | 3.5% | 11116 | 3.5% |



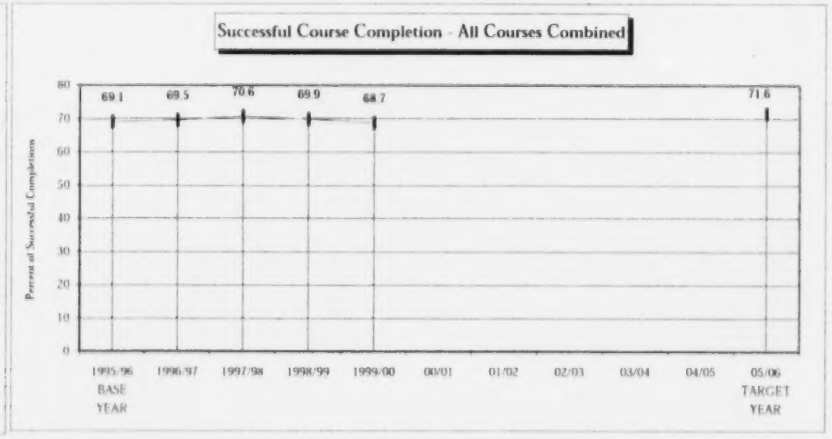






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Figure 11 shows the results for Goal #4: Successful Course Completion of Vocational Courses Involved in "Workforce Development." Since Cuesta College has no vocational course apprenticeships *per se* (known as S.A.M "A"), no results for this category are shown.

The top center chart shows the number of successful advanced occupational course completions to be 6,295 (for 1999/2000). As can be seen in the chart, the progress toward the goal of 7,015 (by 2005/2006) has been progressively upward (with the exception of 1998/1999). The 7015 successful course completion target is achievable if progress is closely monitored.

The chart at the lower left of Figure 11 shows the number of successful course completions for courses, which are "clearly occupational," (S.A.M. "C"). The reader will note that we exceeded our 2005/2006 goal two years ago (1998/1999).

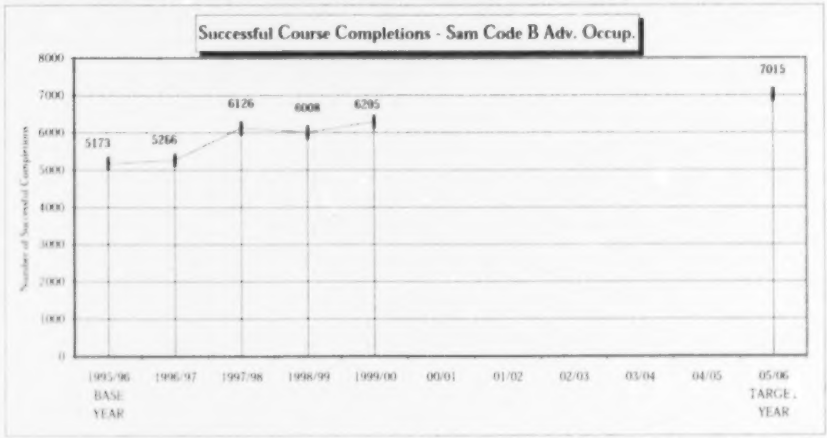
The chart at the lower right of Figure 11 shows Cuesta success data for all courses in the "workforce development" series. One can see steady progress toward the 10,177 goal for 2005/2006. It appears to be readily achievable.

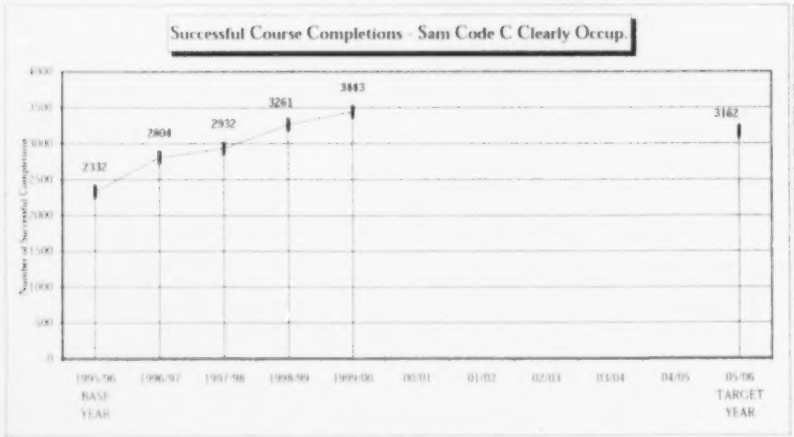
Goal #5: Basic Skills Improvement statistics are depicted in Figure 12. Of the five goals, this one is of most concern to Cuesta's research staff. The reader will note that the performance has deteriorated between the 1996/1997 cohort (group) of students and the 1997/1998 cohort in both basic skills English (left-hand chart) and mathematics (right-hand chart). The decline is particularly noticeable for math—over three percent between cohort groups.

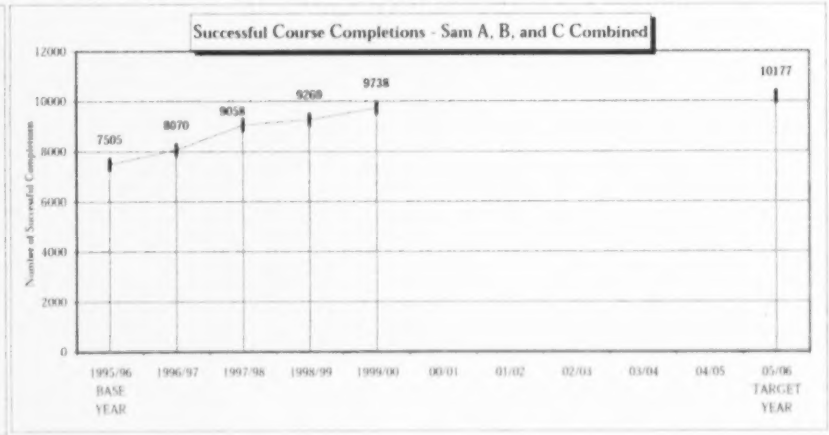
The reasons for this performance decline are unclear at this writing, but the Basic Skills Committee during 2000/2001 has directed considerable attention at program improvement in the Cuesta College Basic Skills program. The Committee has made sweeping program change recommendations to the Assistant Superintendent for Instruction, Dr. Susan Dressler. These data appear to substantiate both the committee's and Dr. Dressler's concern.

*FIGURE 11* GOAL #4: WORKFORCE DEVELOPMENT

| WORKFORCE DEVELOPMENT | 1995/96 Base Year | | 1996/97 | | 1997/98 | | 1998/99 | | 1999/00 | | 00/01 | | 01/02 | | 02/03 | | 03/04 | | 04/05 | | 05/06 Target Year | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | N | % Change | Goal | % Change | Goal | % Change |
| Apprenticeship - S.A.M. "A" | | | | | | | | | | | | | | | | | | | | | | |
| Advanced Occup.-S.A.M. "B" | 5173 | | 5266 | 1.8% | 6126 | 16.3% | 6008 | -1.9% | 6295 | 4.8% | | | | | | | | | | | | |
| Clearly Occup - S.A.M. "C" | 2332 | | 2804 | 20.2% | 2932 | 4.6% | 3261 | 11.2% | 3443 | 5.6% | | | | | | | | | | | | |
| Sam A, B and C Combined | 7505 | | 8070 | 7.5% | 9058 | 12.2% | 9269 | 2.3% | 9738 | 5.1% | | | | | | | | | | | | |
| Cuesta's Actual Enrollment | 7880 | -1.0% | 8126 | 3.1% | 8656 | 6.5% | 9156 | 5.8% | 9229 | 0.8% | | | | | | | | | | | | |
| CCCCO Enrollment Assumptions | 7880 | 3.5% | 8156 | 3.5% | 8441 | 3.5% | 8737 | 3.5% | 9042 | 3.5% | 9359 | 3.5% | 9687 | 3.5% | 10026 | 3.5% | 10376 | 3.5% | 10740 | 3.5% | 11116 | 3.5% |

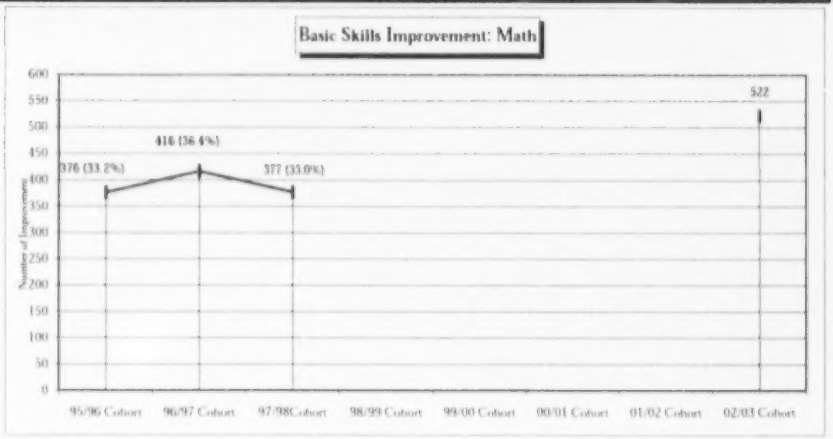


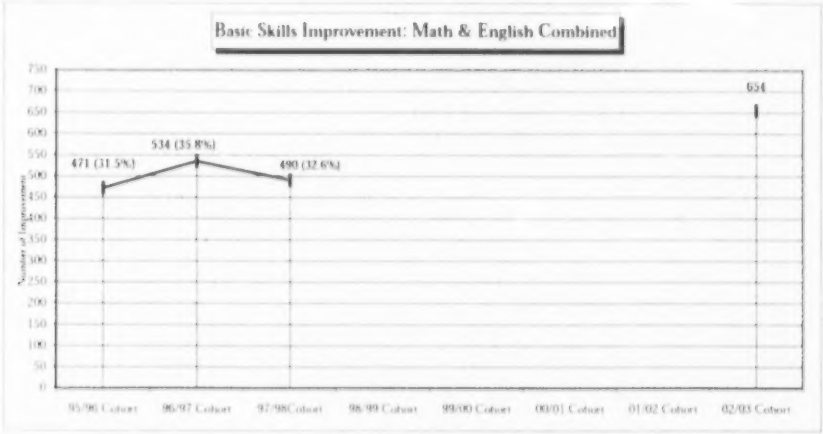



## *FIGURE 12* GOAL #5: BASIC SKILLS IMPROVEMENT

| BASIC SKILLS IMPROVEMENT | 95/96 Cohort | 1997/98 | | 96/97 Cohort | 1998/99 | | 97/98 Cohort | 1999/00 | | 98/99 Cohort | 2000/01 | | 99/00 Cohort | 2001/02 | | 00/01 Cohort | 2002/03 | | 01\02 Cohort | 2003/4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Enrolled | Improved | % Improved | Enrolled | Improved | % Improved | Enrolled | Improved | % Improved | | | | | | | | | | | | | |
| English Improvement | 365 | 95 | 26.0% | 348 | 118 | 33.9% | 357 | 113 | 31.7% | | | | | | | | | | | | | |
| Math Improvement | 1131 | 376 | 33.2% | 1143 | 416 | 36.4% | 1144 | 377 | 33.0% | | | | | | | | | | | | | |
| English and Math Combined | 1496 | 471 | 31.5% | 1491 | 534 | 35.8% | 1501 | 490 | 32.6% | | | | | | | | | | | | | |



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